DOCUMENT RESUME

ED 262 606 FL 015 273

TITLE	Lingala. Materials Status Report.
INSTITUTION	Center for Applied Linguistics, Washington, DC. Language/Area Reference Center.
SPONS AGENCY	Foreign Service (Dept. of State), Washington, D.C. Foreign Service Inst.
PUB DATE	Nov 85
CONTRACT	1735-507041
NOTE	32p.
PUB TYPE	Reference Materials - Bibliographies (131)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	Content Analysis; Dialects; Dictionaries; Difficulty Level; *Evaluation Criteria; Foreign Countries; Information Sources; *Instructional Material Evaluation; Language Styles; *Lingala; *Media Selection; Native Speakers; Publications; Second Language Instruction; Standard Spoken Usage; Textbooks; *Uncommonly Taught Languages; Written Language
IDENTIFIERS	Africa (Central); *Lingua Francas

ABSTRACT

The materials status report for Lingala, a lingua franca spoken in central Africa, is one of a series intended to provide the nonspecialist with a picture of the availability and quality of texts for teaching various languages to English speakers. The report consists of: (1) a brief narrative description of Lingala, the areas where it is spoken, its major dialects, its writing system, points of difficulty for the English-speaking learner, usable texts, availability of instructional programs, linguists who have worked on the language, native speakers, and other information of use to the individual planning a course in the language; (2) a bibliography of materials, categorized as basic level teaching materials, advanced level teaching materials, refresher/maintenance materials, reference materials, and dictionaries, according to evaluators' judgment of their best use in classes today rather than according to the author's intentions; and (3) individual materials evaluations each consisting of a general description (including publication information), an overview of the contents, statements about the quality of the language used, and a form on which the general text quality (language and presentation) is evaluated. The evaluations are made by native speakers and linguists recognized for their knowledge of the language. (MSE)

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ED262606

Language/Area Reference Center

Materials Status Report

LINGALA

November, 1985

Center For Applied Linguistics
1118 22nd Street, NW
Washington, D.C. 20037

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NATIONAL INSTITUTE OF EDUCATION
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FL015273

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Materials Status Reports - General Description

This Materials Status Report is one of forty-one prepared by the Language and Area Reference Center, Center for Applied Linguistics, for the members of the Interagency Language Roundtable, under Contract No. 1735-507041 between CAL and the Foreign Service Institute, Department of State.

The purpose of the reports is to provide the non-specialist with a picture (as of 1985) of the availability and quality of texts teaching the language(s) to English speakers. Reports have been prepared for the following languages:

Afghan Persian (Dari)	Bengali	Indonesian	Sinhalese
Afrikaans	Berber (all dialects)	Kongo	Somali
Amharic	Bulgarian	Kurdish	Shona
Arabic/Libyan	Burmese	Korean	Slovak
Arabic/Saudi	Cambodian	Lao	Tagalog
Arabic/Gulf	Czech	Malay	Thai
Arabic/Sudanese	Dutch	Mongolian	Tigrinya
Armenian	Finnish	Ngala	Uigur
Azerbaijani	Hausa	Pashto	Vietnamese
Baluchi	Hindi	Portuguese	Xhosa
			Zulu

The Materials Status Reports consist of:

1. A one- or two-page narrative description of the language, the areas where it is spoken, its major dialects, its writing system, points of difficulty for the English-speaking learner, usable texts, availability of programs, linguists who have worked on the language, native speakers, and other information of use to the individual or agency planning a course in the language.

2. A bibliography of materials, grouped as follows: Basic Level Teaching Materials; Advanced Level Teaching Materials; Refresher/Maintenance Materials; Reference Materials; and Dictionaries. The terms "basic level" and "advanced level" are defined by the government-wide proficiency levels: materials bringing the student to proficiency level 2 in speaking and/or reading are categorized as "basic", whereas materials bringing the student to levels higher than 2 are categorized as "advanced". The dictionaries listed are bilingual dictionaries with English as one of the languages. Materials are categorized according to our evaluators' judgment as to their best use in classes today, and not according to the authors' intentions; e.g. a good traditional grammar-translation text will be categorized as reference, rather than as basic teaching materials.

All materials known to us are listed in the bibliography. For the more uncommon languages, e.g. Uigur, all sources have been evaluated (if we were able to find them). For the more common languages, e.g. Finnish, we did not evaluate pre-World War II materials except for widely-acknowledged classics. Unevaluated materials are listed alphabetically by author at the end of the bibliography.

3. Individual materials evaluations for each of the texts listed in the bibliography. A particular evaluation consists of a general description, including publication information, an overview of the contents, and statements about the quality of the language used; a "meta-criteria" form by which the general quality of the text, in terms of language taught and overall quality of presentation, are evaluated. More specific information is presented, on following forms, for those texts which have been judged to be of reasonable quality. The evaluations have been made by native speakers of the languages, and by linguists/language teachers recognized for their knowledge of the languages.

We have discovered, in the process of developing the Materials Status Reports, that the same set of materials will frequently appear under different editions and reprintings, and also under different titles, different publishers, and even different authors. In these cases, we generally choose the most recently appeared set for evaluation, and discuss the publication history on the description page of the individual evaluation. Occasionally, we are aware of later editions from the one we have access to; the existence of the later edition is also mentioned on the description page.

The Materials Status Reports are available from the ERIC Document Reproduction Service.

Language, dialects, standards. Lingala is primarily a lingua franca spoken along the Lomami and Lualaba Rivers, the Ubangi, and the Zaire River as far as Kinshasa in Zaire, as well as into Cameroun and the Central African Republic and south into Angola. It is used in the Zairean army and in schools, and used in radio broadcasts in Zaire, the Congo and in Angola. The standard written form of the language and the colloquial dialects are mutually intelligible. Lingala is also to some extent mutually intelligible with some of the tribal languages of northern Zaire.

Writing system. Lingala is written in Roman script, and has been standardized.

Production of written language. Lingala is produced on a standard roman alphabet typewriter.

Difficulty for English-speaking learners.

Phonology: Not difficult. Tone is by and large predictable, with some words differentiated by tone alone. Downdrift pattern is simplifying.

Syntax: Not difficult. Lingala is SVO, with clause structure similar to English. Lingala has the Bantu (8-)noun-class system which might be problematic. This system is breaking down in the evolution of the colloquial.

Vocabulary: No English cognates, but many borrowings from boBangi, Swahili, French, Flemish, even English.

Writing system: Roman.

Usable existing texts.

Beginning level: Ellington, Handbook of Kinshasa Lingala
Odhner, English-Lingala Manual
U.S. FSI, Lingala Basic Course

Advanced level: none

Refresher/maintenance: none

Reference: Guthrie, grammar and dictionary

Electronic: none

Existing programs, classes. University of Illinois, Urbana; Indiana University

Native speaker availability: scarce.

Linguist resources: John D. Odhner; John Ellington; Eyamba Bokamba, University of Illinois, Urbana

Basic Level Teaching Materials

Ellington, John. A Handbook of Kinshasa Lingala. n.p, n.d.,: the author, 1974. [PL8055.E4] [94 p.]

Odhner, John D. English-Lingala Manual. Washington, DC: University Press of America, 1981. Tapes, 1980. [xviii, 186p]

U.S. Foreign Service Institute. Lingala, Basic Course. By James Redden, F. Bongo and associates. Washington, DC: Department of State, 1963. [PL8055.U6] [293p]

Advanced Level Teaching Materials

None

Refresher-Maintenance Materials

none

Reference Materials

Guthrie, Malcolm. Lingala Grammar and Dictionary. Leopoldville-ouest, Belgian Congo: Conseil Protestant du Congo, 1935. [233p] [PL8055.Z5G9]

Lingala Grammar. Rev. ed. of the original published by Mission Evangelique de l'Ubangi in 1931. n.p., 1973(?) [PL8055.2.L5] [80pp]

Dictionaries

Rechenbach, Charles W. Lingala-English Dictionary. Washington, DC: U.S. Dept. of Defense, 1962-63. [2 vols.] [Vol. II is an index of Lingala-English and English-Lingala.]

Materials Not Found

Rechenbach, Charles W. Lingala-English Dictionary. Washington, DC: U.S. Dept. of Defense, 1962-63. [2 vol.]

INDIVIDUAL MATERIALS EVALUATION

Basic Course Materials

Ellington, John. A Handbook of Kinshasa Lingala. n.p.: the author, 1974.

Specific language/dialect taught: Lingala, dialect of Kinshasa

Type of text: Reference, grammar with exercises appended

Publication information: out of print, originally published by the author. Copy at Library of Congress. [PL8055.E4]

Intended users: English speakers

Format: book

Overall grammatical/pedagogical approach: traditional

Presentation of language: romanized with phonetic transcriptions

Physical quality of book: n/a

Editorial quality of target language: Very good, with some errors and typos. For example, page 28, Salampo for Sala mpo.

Editorial quality of English: excellent

Overall organization of text:
[iii, 94pp]
Section I, Grammar, looks at the parts of speech in traditional terms; the genitive particle, interrogatives and agreement. Bibliography included.

Section II consists of a) exercises to test the reader's understanding of the grammar (basically grammar-translation); and b) a key to the exercises.

Index.

Vocabulary areas covered: very general; no vocabulary listing at the end.

General comments:

CPT page label: LINELLIA1

LARC staffer: RG

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Meta-Criteria

LINGALA
Ellington, Handbook of Kinshasa

META - CRITERIA

	YES	SOME-WHAT	NO	COMMENTS
Is the language presented in the materials acceptable to an educated native speaker as representative of the text's intended dialect as it is currently spoken?	X			
Are the materials of high quality, in terms of a. fulfillment of text goals? b. clarity of organization? c. lucidity of presentation?		X X X		
Are the materials usable in language teaching contexts?	* X	*		

* Specific language-teaching context

Basic Courses	X
Advanced Courses	
Refresher-Maintenance Programs	
Reference Materials	X
Dictionaries	

Electronic Aids	

Comments:

Evaluator: John Odhner

Date: September 15, 1985

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Reference Materials Evaluation - 1

LINGALA
Ellington, Handbook of Kinshasa

REFERENCE MATERIAL EVALUATION

	Y	S	N
Does the date of the materials render them old-fashioned in			
a. presentation			X
b. grammatical approach			X
c. state of knowledge of the language			X
Are explanations clear to the non-specialist?	X		
Are materials suitable for use by			
a. beginning students	X		
b. advanced students			X
c. teachers/materials developers only			X
Are materials arranged by			
a. grammatical category	X		
b. semantic category			X
c. functional category			X
Is the presentation of the language			
a. in its own script			n/a
b. in romanization/transliteration		X	
c. in phonetic transcription		X	
Original intention of the materials:			
a. teaching materials	X		
b. pedagogical reference		X	
c. linguistic study		X	
Do the materials purport to describe the entire language?			X
Are the materials aimed at the English speaker?	X		
Are the materials			
a. indexed	X		
b. cross-referenced		X	
Are the materials illustrated with			
a. examples (sentences, phrases, words, etc)	X		
b. texts (paragraphs, passages, etc)			X
Are examples/texts			
a. literary quotations			X
b. quotations from oral sources		X	
c. invented for purposes of discussion	X		

Y = yes; S = somewhat; N = no

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Reference Material Evaluation - 2

LINGALA
Ellington, Handbook of Kinshasa

Are examples/texts translated into English?

	Y	S	N
a. literal translations?	X		
b. idiomatic translations?	X		

Comments: This book can be helpful for reference in its brief handling of the grammar, but there is a paucity of exercises, and no readings or vocabulary list, which makes it weak as a general learning tool.

Evaluator: John Odhner

Date: September 15, 1985

Lingala Grammar. Revision and enlargement of the old lessons of the Mission Evangelique de l'Ubangi, 1931. n.p., n.d.

Specific language/dialect taught: Lingala, Lissala area dialect

Type of text: basic level teaching material

Publication information: no information available. Library of Congress call no: PL8055.2.L5]

Intended users: English speakers, especially missionaries (with the help of an African informant)

Format: book

Overall grammatical/pedagogical approach: traditional

Presentation of language: standard Lingala orthography

Physical quality of book: n/a

Editorial quality of target language: very colloquial, pidgin Lingala

Editorial quality of English: good, but somewhat stilted

Overall organization of text:
[80pp]
37 lessons, typically introducing a "grammatical note," a vocabulary and several grammar-translation type exercises to practice the grammatical structure.

Supplementary notes on idiomatic expressions and usage; everyday expressions; summary of verb tenses; irregular verbs.

English-Lingala, Lingala-English vocabularies.

Vocabulary areas covered: basic

General comments: lessons are a revision and enlargement of old lessons of the Mission Evangelique de l'Ubang.

CPT page label: LINLINGA1

LARC staffer: RG

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Meta-Criteria

LINGALA
MEU revised grammar

META - CRITERIA

	YES	SOME-WHAT	NO	COMMENTS
Is the language presented in the materials acceptable to an educated native speaker as representative of the text's intended dialect as it is currently spoken?		X		
Are the materials of high quality, in terms of a. fulfillment of text goals? b. clarity of organization? c. lucidity of presentation?		 X X X		
Are the materials usable in language teaching contexts?	* X	*		Especially for missionaries

* Specific language-teaching context

Basic Courses	X
Advanced Courses	
Refresher-Maintenance Programs	
Reference Materials	
Dictionaries	

Electronic Aids	

Comments: This book was a revision done mainly by Mrs. Donald McMillan of the Ecole de Predicateurs at Bolenge and Mr. Quinton Nelson, Director of the Institut Chretien Congolais, of an earlier mimeographed book called "MEU Lingala Grammar." Much reference is made to Guthrie's dictionary.

Evaluator: John D. Odhner

Date: September, 1985

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Basic Course Material Evaluation - 1

LINGALA
MEU Grammar Revision

BASIC COURSE MATERIAL EVALUATION

Areas in which the materials contribute to training to Proficiency Level 2:

	Oral			Reading		
	Y	S	N	Y	S	N
Development of ability to use the language in appropriate contexts		X			X	
Presentation, explanation of basic grammatical structures		X				
Development of accurate pronunciation			X	(informant required)		
Development of automaticity, fluency		X			X	
Development of appropriate range of vocabulary		X			X	
Presentation of cultural and functional information		X			X	
Development of encoding, decoding skills (in non-roman alphabets)						n/a
Development of basic reading skills					X	

	Y	S	N
Do the materials give special attention to phonological aspects of the language which are likely to be difficult for the English speaker?			X
Do the materials give special attention to grammatical aspects of the language which are likely to be difficult for the English speaker?		X	
Do the materials present non-linguistic information (e.g. gestures, taboos) necessary for appropriate linguistic behavior?			X
Do the materials include guides for teaching?			X
Does implementation of the materials provide students with opportunities to hear, imitate and use the language?		X	
Are the materials to be learned broken down into appropriate segments which students can handle without undue fatigue or strain on their attention span?	X		
Are previously-learned items of structure, vocabulary and function overtly recycled in later units or lessons?		X	

Y = yes; S = somewhat; N = no

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Basic Course Materials Evaluation - 2

LINGALA
MEU revised lessons

	Y	S	N
Do the materials appropriately integrate the use of English in class?		X	
Are the materials likely to be visually appealing to the student?		X	
Do the materials expose students to language material above their momentary level?			X
Do the materials enable the student to develop coping skills to handle language material above their momentary level?		X	
Do the materials include a wide range of learning activities for the student?			X
Are the materials considered successful by current users, if any?	X		
In presenting the language, do the materials meet a variety of student needs, including affective and intellectual needs?		X	
Are lessons in the materials organized around functions to the exclusion of grammar?			X
Are lessons in the materials organized around grammar to the exclusion of functions?			X

Comments: This text has been proven effective in training English-speaking missionaries to communicate in everyday and in basic religious matters with the Lingala speakers.

Evaluator: John D. Odhner

Date: September, 1985

Y = yes; S = somewhat; N = no

Odhner, John D. English-Lingala Manual. Washington, DC: University Press of America, 1981.

Specific language/dialect taught: Lingala, literary and colloquial

Type of text: basic level teaching material

Publication information: 1985 price: $14. Copy at CAL.

Intended users: English-speakers

Format: book with tapes (1980 issue)

Overall grammatical/pedagogical approach: traditional

Presentation of language: standard orthography

Physical quality of book: good quality paperbound/hardback

Editorial quality of target language: excellent

Editorial quality of English: excellent

Overall organization of text:
[xviii,186pp]
Section I contains 15 lessons in which grammar is presented in traditional terms, with accompanying exercises, and an answer key. (The first lesson is on pronunciation.)

Section II consists of 16 short Lingala reading selections, or "Anecdotes", with English translations.

Section III consists of Lingala-English and English-Lingala Vocabularies.

Vocabulary areas covered: general, practical topics (1,921 words listed)

General comments:

CPT page label: LINODHNA1

LARC staffer: RG

META - CRITERIA

	YES	SOME-WHAT	NO	COMMENTS
Is the language presented in the materials acceptable to an educated native speaker as representative of the text's intended dialect as it is currently spoken?	X			see comment below
Are the materials of high quality, in terms of				
a. fulfillment of text goals?	X			
b. clarity of organization?	X			
c. lucidity of presentation?	X			
Are the materials usable in language teaching contexts?	* X	*		

* Specific language-teaching context

Basic Courses	X
Advanced Courses	
Refresher-Maintenance Programs	
Reference Materials	
Dictionaries	

Electronic Aids	

Comments: The native speaker informant is a true representative speaker of Lingala, a university student from Lisala. His speech, even with soldiers from Kinshasa, is grammatical and reflects the respectability of the language as a member of the Bantu family.

Evaluator: John D. Odhner

Date: September, 1985

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Basic Course Material Evaluation - 1

LINGALA
Odhner, English-Lingala Manual

BASIC COURSE MATERIAL EVALUATION

Areas in which the materials contribute to training to Proficiency Level 2:	Oral Y	Oral S	Oral N	Reading Y	Reading S	Reading N
Development of ability to use the language in appropriate contexts	X			X		
Presentation, explanation of basic grammatical structures	X			X		
Development of accurate pronunciation	X					
Development of automaticity, fluency	X			X		
Development of appropriate range of vocabulary	X			X		
Presentation of cultural and functional information	X				X	
Development of encoding, decoding skills (in non-roman alphabets)						n/a
Development of basic reading skills				X		

	Y	S	N
Do the materials give special attention to phonological aspects of the language which are likely to be difficult for the English speaker?	X		
Do the materials give special attention to grammatical aspects of the language which are likely to be difficult for the English speaker?	X		
Do the materials present non-linguistic information (e.g. gestures, taboos) necessary for appropriate linguistic behavior?	X		
Do the materials include guides for teaching?		X	
Does implementation of the materials provide students with opportunities to hear, imitate and use the language?	X		
Are the materials to be learned broken down into appropriate segments which students can handle without undue fatigue or strain on their attention span?	X		
Are previously-learned items of structure, vocabulary and function overtly recycled in later units or lessons?	X		

Y = yes; S = somewhat; N = no

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Basic Course Materials Evaluation - 2

LINGALA
English-Lingala Manual

	Y	S	N
Do the materials appropriately integrate the use of English in class?	X		
Are the materials likely to be visually appealing to the student?		X	
Do the materials expose students to language material above their momentary level?			X
Do the materials enable the student to develop coping skills to handle language material above their momentary level?	X		
Do the materials include a wide range of learning activities for the student?	X		
Are the materials considered successful by current users, if any?	X		
In presenting the language, do the materials meet a variety of student needs, including affective and intellectual needs?	X		
Are lessons in the materials organized around functions to the exclusion of grammar?			X
Are lessons in the materials organized around grammar to the exclusion of functions?			X

Comments: The exercise material keeps pace with the student's acquisition of coping skills.

Evaluator: John D. Odhner

Date: September, 1985

Y = yes; S = somewhat; N = no

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Description

Lingala
FSI, Basic Course

U.S. Foreign Service Institute. Lingala Basic Course. Prepared by James Redden, F. Bongo and Associates. Washington, DC: Department of State, 1963.

Specific language/dialect taught: Lingala, based on the speech of an informant from Leopoldville.

Type of text: basic level teaching material

Publication information: Out of print. Copy at Georgetown University Library: PL8055.U6. Sample pages at CAL.

Intended users: Foreign Service personnel

Format: book with tapes

Overall grammatical/pedagogical approach: structural

Presentation of language: standard Lingala orthography, with diacritic markings to indicate tone.

Physical quality of book: n/a

Editorial quality of target language: Generally good; minor errors, typos and misprints.

Editorial quality of English: excellent

Overall organization of text:
[xiv, 293pp]
Twenty-four lessons include dialogues with buildups; grammar presentation with numerous examples; lexical drills and grammatical drills.

Lingala-English vocabulary.

Vocabulary areas covered: communication and survival in newcomer situations. (847 words listed)

General comments:

CPT page label: LINREDDA1

LARC staffer: RG

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Meta-Criteria

LINGALA
FSI, Lingala Basic Course

META - CRITERIA

	YES	SOME-WHAT	NO	COMMENTS
Is the language presented in the materials acceptable to an educated native speaker as representative of the text's intended dialect as it is currently spoken?	X			see comment below
Are the materials of high quality, in terms of a. fulfillment of text goals? b. clarity of organization? c. lucidity of presentation?	 X X X			The organization of grammar topics seems very arbitrary.
Are the materials usable in language teaching contexts?	* X	*		

* Specific language-teaching context

Basic Courses	X
Advanced Courses	
Refresher-Maintenance Programs	
Reference Materials	
Dictionaries	
Electronic Aids	

Comments: The "native speaker" informant is not a true representative speaker of Lingala, and therefore reflects the pidgin quality of Kinshasa dialect. However, as this is apparently the author's purpose, it does not detract from the fulfillment of text goals, nor from the acceptability of language spoken to an educated native speaker.

Evaluator: John D. Odhner

Date: September 10, 1985

LINGALA
FSI, Lingala Basic Course

BASIC COURSE MATERIAL EVALUATION

Areas in which the materials contribute to training to Proficiency Level 2:

	Oral Y	Oral S	Oral N	Reading Y	Reading S	Reading N
Development of ability to use the language in appropriate contexts	X				X	
Presentation, explanation of basic grammatical structures	X				X	
Development of accurate pronunciation	X					
Development of automaticity, fluency	X				X	
Development of appropriate range of vocabulary	X			X		
Presentation of cultural and functional information	X			X		
Development of encoding, decoding skills (in non-roman alphabets)						N/A
Development of basic reading skills				X		

	Y	S	N
Do the materials give special attention to phonological aspects of the language which are likely to be difficult for the English speaker?	X		
Do the materials give special attention to grammatical aspects of the language which are likely to be difficult for the English speaker?	X		
Do the materials present non-linguistic information (e.g. gestures, taboos) necessary for appropriate linguistic behavior?		X	
Do the materials include guides for teaching?		X	
Does implementation of the materials provide students with opportunities to hear, imitate and use the language?	X		
Are the materials to be learned broken down into appropriate segments which students can handle without undue fatigue or strain on their attention span?	X		
Are previously-learned items of structure, vocabulary and function overtly recycled in later units or lessons?		X	

Y = yes; S = somewhat; N = no

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Basic Course Materials Evaluation - 2

LINGALA
FSI, Lingala Basic Course

	Y	S	N
Do the materials appropriately integrate the use of English in class?	X		
Are the materials likely to be visually appealing to the student?		X	
Do the materials expose students to language material above their momentary level?		X	
Do the materials enable the student to develop coping skills to handle language material above their momentary level?		X	
Do the materials include a wide range of learning activities for the student?	X		
Are the materials considered successful by current users, if any?	X		
In presenting the language, do the materials meet a variety of student needs, including affective and intellectual needs?	X		
Are lessons in the materials organized around functions to the exclusion of grammar?		X	
Are lessons in the materials organized around grammar to the exclusion of functions?			X

Comments:

Evaluator: John D. Odhner

Date: September, 1985

Y = yes; S = somewhat; N = no

Guthrie, C. Malcolm. Lingala Grammar and Dictionary. Leopoldville-Ouest, Congo Belge: Conseil Prot. du Congo, 1935. 233 pp.

Specific language/dialect taught: Lingala, Kinshasa dialect

Type of text: Reference grammar

Publication information: Out of print. LC No. PL 8055.Z5G9. Copy at Library of Congress.

Intended users: English-speaking missionaries

Format: book

Overall grammatical/pedagogical approach: traditional

Presentation of language: transcription

Physical quality of book: n/a

Editorial quality of target language: excellent

Editorial quality of English: excellent

Overall organization of text:

Part I: Lingala grammar, presented in traditional terms via descriptions of the parts of speech. Numerous examples.

Part II: English-Lingala vocabulary, ca. 3200 English entries, with part of speech information and Lingala equivalent(s). Lingala-English vocabulary, ca. 3600 Lingala entries, including plurals as separate entries, some illustrative phrases, derivations, English equivalents.

Appendices: Description of the Lingua Franca of Northeast Belgian Cong; (Bangala), with grammatical notes and a ca. 800-word vocabulary with part-of-speech labels and English equivalents.

Vocabulary areas covered: general

General comments: very well-written, clear

CPT page label: LINGUTHA

LARC staffer: HBR

INDIVIDUAL MATERIALS EVALUATION

Advanced Course Materials

Refresher/Maintenance Materials

Reference Materials

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation

LINGALA
Guthrie, Lingala Grammar and Vocabulary

Meta-Criteria

META - CRITERIA

	YES	SOME-WHAT	NO	COMMENTS
Is the language presented in the materials acceptable to an educated native speaker as representative of the text's intended dialect as it is currently spoken?	X			
Are the materials of high quality, in terms of a. fulfillment of text goals? b. clarity of organization? c. lucidity of presentation?	X X X			
Are the materials usable in language teaching contexts?	*	* X		

* Specific language-teaching context

Basic Courses	
Advanced Courses	
Refresher-Maintenance Programs	
Reference Materials	X
Dictionaries	
Electronic Aids	

Comments: An amalgam of previous grammars. Bulk of book is the two vocabularies. Grammar is short, clear description. Tones are dismissed as almost always non-meaning-bearing.

Evaluator: Barbara Robson

Date: October, 1985

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Reference Materials Evaluation - 1

LINGALA
Guthrie, Lingala Grammar and Vocabulary

REFERENCE MATERIAL EVALUATION

	Y	S	N
Does the date of the materials render them old-fashioned in			
a. presentation	X		
b. grammatical approach	X		
c. state of knowledge of the language		X	
Are explanations clear to the non-specialist?			X
Are materials suitable for use by			
a. beginning students			X
b. advanced students	X		
c. teachers/materials developers only		X	
Are materials arranged by			
a. grammatical category	X		
b. semantic category			X
c. functional category			X
Is the presentation of the language			
a. in its own script			X
b. in romanization/transliteration			X
c. in phonetic transcription	X		
Original intention of the materials:			
a. teaching materials	X		
b. pedagogical reference	X		
c. linguistic study			X
Do the materials purport to describe the entire language?		X	
Are the materials aimed at the English speaker?	X		
Are the materials			
a. indexed			X
b. cross-referenced			X
Are the materials illustrated with			
a. examples (sentences, phrases, words, etc)		X	
b. texts (paragraphs, passages, etc)			X
Are examples/texts			
a. literary quotations			X
b. quotations from oral sources			X
c. invented for purposes of discussion	X		

Y = yes; S = somewhat; N = no

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Reference Material Evaluation - 2

LINGALA
Guthrie, Grammar and Vocabulary

	Y	S	N
Are examples/texts translated into English?			
a. literal translations?	X		
b. idiomatic translations?		X	
		X	

Comments:

Evaluator: Barbara Robson

Date: October, 1985

Y = yes; S = somewhat; N = no

INDIVIDUAL MATERIALS EVALUATION

Dictionaries

Electronic Materials